Special Education

SPED 3330
L1- Students will describe disability categories under IDEA, 2004.
L2- Students will identify evidence-based practices to support all disability categories within inclusive and resource classrooms.
L3- Students will develop introductory pedagogy that will support individuals with disabilities in resource and inclusive settings.
L4- Students will create a universally designed lesson plan that will support the needs of all students, both general and special education students within an inclusive and resource setting.

SPED 3340
L1- Explain the basic concepts and practices of behavior management.
L2- Describe the basic concepts of Functional Behavioral Assessment and Individualized Behavioral Supports.
L3- Explain the types of positive, negative, and natural reinforcements.
L4- Present strategies to assess and apply observational data procedure.
L5- Understand and identify the Evidence-based Practices (EBPs).
L6- Explain the Positive Behavioral Interventions and Supports (PBIS).

SPED 4423
L1- Students will teach multiple lessons to identify skills that support disability categories within inclusive and resource classrooms.
L2- Students will critique and describe dispositions needed to be an effective teacher of inclusion and diverse populations.
L3- Students will develop pedagogy that will support individuals with disabilities in resource and inclusive settings.
L4- Students will create a universally designed lesson plan that will support the needs of all students, both general and special education students within an inclusive and resource setting.

SPED 4424
L1- Explain basic statistics concepts. Define and understand the purpose of assessment in Special Education.
L2- Administer the different types of achievement tests including Woodcock Johnson IV tests of achievement and Functional Behavioral Assessment.
L3- Describe the components of the special education assessment process.
L4- Analyze assessment results for a comprehensive evaluation.
L5- Develop an Individual Education Program (IEP) plan.

SPED 4429
L1- Define who are students with significant and multiple disabilities.
L2- Know what are the categories and syndrome of significant and multiple disabilities.
L3- Understand what are the requirements for alternative assessment for children with severe disabilities.
L4- Define appropriate general instructional strategies for students with severe disabilities.
L5- Implement evidence-based practices for significant and multiple disabilities.

SPED 4434
L1- Identify EBP and strategies to support students in cross-disciplinary skills.
L2- Demonstrate instructional strategies paired with EBP to support students with disabilities, gifted, and ELL students in content classes.
L3- Identify culturally and linguistically appropriate assessments to support learners with disabilities, and ELL.

SPED 4437
L1- Students will develop instructional, curricular development, and behavior management goals to support instruction for individuals with disabilities in resource and inclusive settings.
L2- Students will implement evidence-based practices to support all disability categories within inclusive and resource classrooms.
L3- Students will evaluate and reflect on their instructional pedagogy and collaborate with their peers and support teacher to improve pedagogy that will support individuals with disabilities in resource and inclusive settings.
L4- Students will implement a universally designed lesson plan that will support the needs of all students, both general and special education students within an inclusive and resource setting.

SPED 4443
L1- Develop an understanding of the historical roots/significance of ASD including knowledge of evolving theories and trends and their ramifications.
L2- Demonstrate knowledge of the etiology, diagnostic features, differential diagnosis characteristics, and co-morbid conditions for individuals with ASD according to the most recent research. Recognize the learning styles of individuals with ASD and the impact of ASD on learning. Recognize myths and controversies surrounding ASD and articulate an informed position in regard to these issues.
L3- Demonstrate awareness of current theories of disorder (e.g., Theory of Mind, Executive Processing). Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, pharmological treatment options, educational treatment options, and prognostic research and information. Demonstrate knowledge of Federal Laws and Regulations related to eligibility, service delivery, individual education plans, transition, and related services impacting individuals with ASD.
L4- Develop a personal philosophy statement that includes beliefs that reflect best practices and the most current literature regarding the education of individuals with ASD. Develop a mission statement for a classroom that reflects best practices and the most current literature regarding the education of individuals with ASD.
L5- Evaluate an existing program for its concordance with best practices and the most current literature regarding the education of individuals with ASD
L6-Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction. Demonstrate knowledge of the immediate and long-term impact of ASD on families across the lifespan and best practices for working with families including person-centered planning, communication and collaboration/teaming, family training, and multicultural perspectives.
L7- Apply and relate all material instructed within the class in case study assignments and supervised, field-based experience including site visits in schools and agencies.

SPED 4446
L1- The candidate will describe strategies for accommodating and adapting curriculum and instruction for students with disabilities.
L2- The candidate will individualize instruction to support student learning and behavior in various settings.
L3- The candidate will identify and differentiate the individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening) for students with disabilities.
L4- The candidate will describe and differentiate curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities.
L5- The candidate will evaluate and link student skill development to the general education curriculum for students with disabilities.